

## National Geographic Learning Programs for Young Learners and Social Emotional Learning (SEL)

At National Geographic Learning we create English programs that are inspiring, real, and relevant.

We believe that learning is a way of living, and that students learn their world by experiencing it through the stories, ideas, photography, and video in our materials.

Our programs develop the skills needed to be confident in the classroom, and to navigate the world as a lifelong learner.

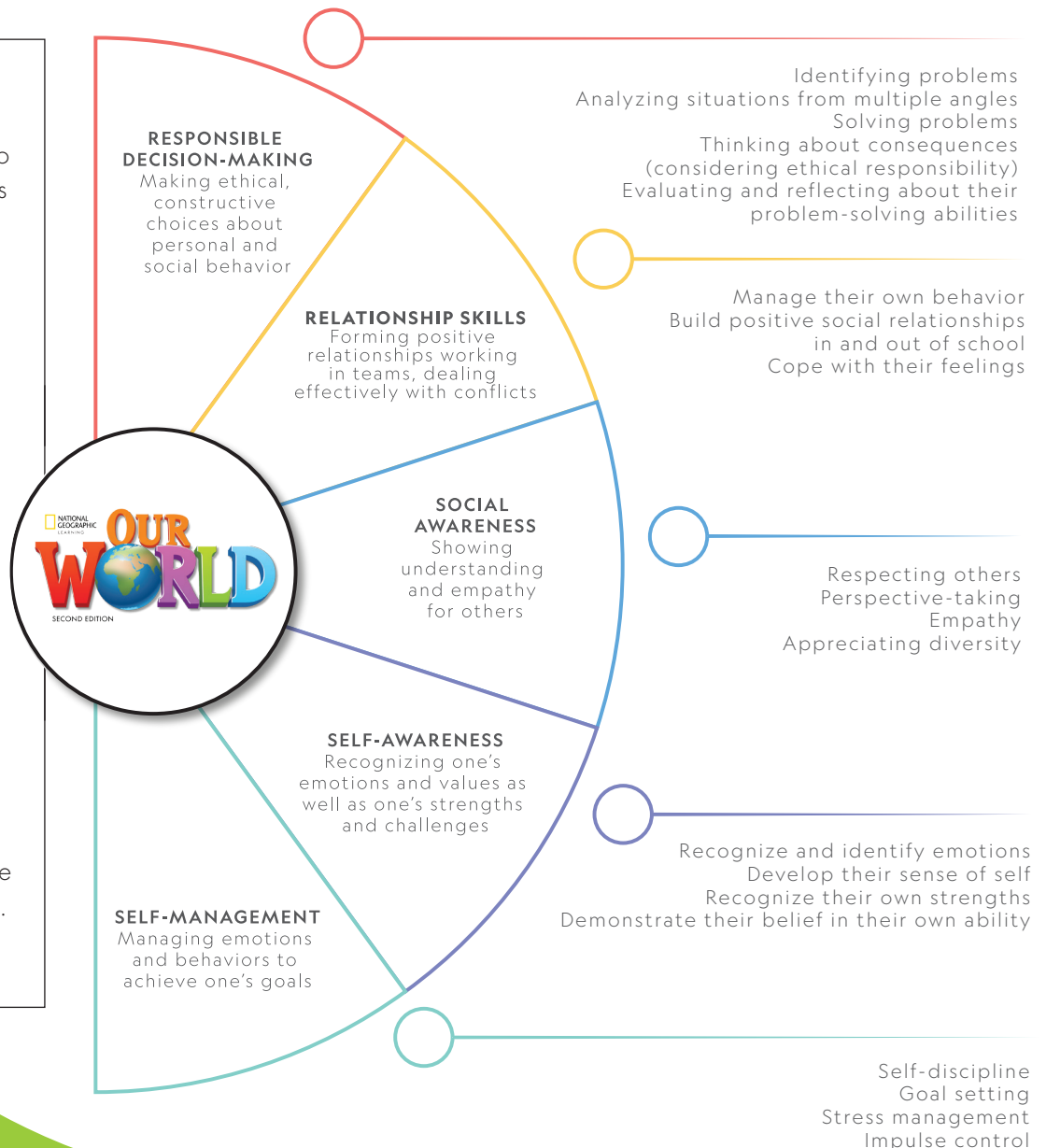
Because we teach English – and we teach the world.

To develop active global citizens, National Geographic Learning programs help young learners to **confidently apply social and emotional skills in English** through materials that feature global content, inspiring National Geographic Explorers, values instruction, and hands-on projects.

### Our World, Second Edition teaches English and develops Social Emotional Learning Skills

**Our World, Second Edition** provides extensive opportunities for students to develop the core principles of **social-emotional learning**.

In the lower levels, from Starter to Level 3, in every strand of the program, students have the opportunity to develop the five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. In the higher levels – Levels 4 to 6 – which focus on issues of social significance, unit-level **Mission** pages provide exceptional opportunities to incorporate SEL across curricular areas.



Here are some examples of how *Our World, Second Edition* offers different opportunities through activities that help young learners develop their social emotional skills:

## Self-awareness and self-management

**SONG**

1 Listen. Read and sing. **TR 8.10**

### Feelings

Sometimes I'm happy,  
Sometimes I'm surprised,  
Sometimes I'm just silly,  
I'm laughing inside!

Sometimes I'm angry,  
Sometimes I'm just bored,  
Sometimes I'm excited,  
Sometimes I'm scared.

**CHORUS**  
How are you?  
How do you feel?  
How are you?  
Tell me, please. How do you feel?

Sometimes I'm smiling,  
I'm laughing at a joke!  
Sometimes I'm crying,  
I feel sad.

Sometimes I'm tired,  
Sometimes I'm worried,  
Sometimes I'm feeling scared.

It's OK to be happy,  
or sometimes to feel sad.  
It's OK to be silly,  
or sometimes to feel mad.

**CHORUS**

2 Work in a group.  
Take turns. Act out  
a feeling for your  
group to guess.



## Social-awareness and relationship skills

**EXTENDED READING**

1 Listen and read. **TR 8.10**

### THE LION and the Mouse

Lion is sleeping in the grass. Little Mouse doesn't see Lion. She runs right over Lion's big paw.

"What I've GOT you!" says Lion. "Lucky me! I always eat a snack before I sleep. Mmmmm. What a nice snack!" He picks Mouse up.

"Oh, please! Don't eat me!" says Mouse. "One day, I can help you!"

"You? Help me? A little mouse? Ha! Ha!" says Lion. He laughs and laughs. "You're lucky. I'm not very hungry today. You can go!" He drops Mouse.

Mouse runs away!

Many days later, Mouse is running in the grass again. She hears Lion.

"Roar! Oh, roar! Help! Please, can anybody help me?" asks Lion. He is in a big net. He is worried and angry. "I can't get out," Lion says.

"I can help you," says Mouse. "I can use my teeth! I can chew the net!"

Mouse chews and chews. Soon Lion is free.

"Thank you, Mouse!" says Lion.



"You're welcome," says Mouse. "Even a little mouse can help a big lion!"

2 Write numbers to put the story in order.

\_\_\_\_\_ Mouse sees Lion in a net.  
\_\_\_\_\_ Mouse chews the net.  
\_\_\_\_\_ Lion laughs and drops Mouse.  
\_\_\_\_\_ Lion thanks Mouse.  
\_\_\_\_\_ Lion catches Mouse.

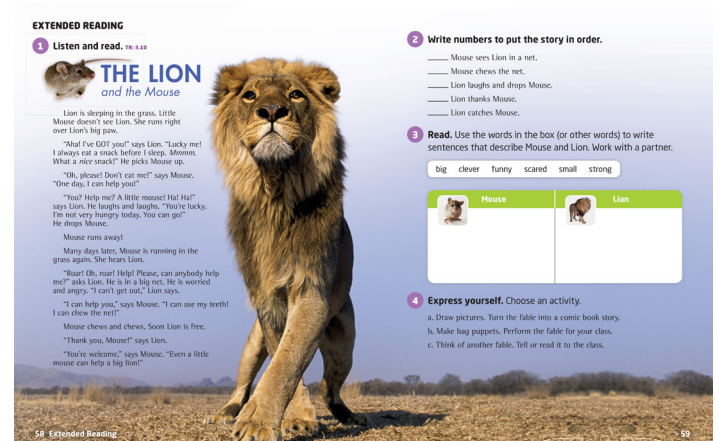
3 Read. Use the words in the box (or other words) to write sentences that describe Mouse and Lion. Work with a partner.

big clever funny scared small strong

Mouse	Lion
	

4 Express yourself. Choose an activity.

a. Draw pictures. Turn the fable into a comic book story.  
b. Make bag puppets. Perform the fable for your class.  
c. Think of another fable. Tell or read it to the class.



### Self-awareness (About Me) and Self-management (Taking Care of Myself)

In every strand of *Our World, Second Edition*, including Grammar, Vocabulary, Reading, Writing, Speaking, and Listening, and in unit **Songs and Projects**, students have opportunities to recognize and identify emotions, develop their sense of self, recognize their own strengths, and demonstrate their belief in their own ability. And they practice self-management skills such as self-discipline, goal setting, stress management, and impulse control in Song lessons (with partner and group activities including Projects), as well as Reading lessons and topic discussions.

### Social-awareness (The World Around Me) and Relationship Skills

Student Book activities such as Songs, Readings, and Projects support and creatively engage students as they develop and demonstrate the social-awareness skills of respecting others, perspective-taking, empathy, and appreciating diversity. Mission lessons, Projects, and academic strands such as Writing in *Our World, Second Edition* deal explicitly with and support students as they learn to manage their own behavior, build positive social relationships in and out of school, and cope with their feelings.

## Responsible decision-making

**VALUE**

### Eat good food.

Have healthy snacks.  
Drink water every day.

Think. Pair. Share.  
What good things do you eat and drink?



A sharabun, or decorated Japanese lunch

### Making Decisions (Responsible Decision-Making)

In addition to academic strands such as Reading and Writing, Value lessons in Levels 1–3 of *Our World, Second Edition* provide activities centered around identifying problems, analyzing situations from multiple angles, solving problems, thinking about consequences (considering ethical responsibility), and evaluating and reflecting about their problem-solving abilities.

## Cross-curricular Social Emotional Learning

**MISSION**

### Value your cultural traditions.

Think. Pair. Share.

- What local culture and traditions are in danger?
- Why should we keep our culture and traditions alive?

How can we do that?



Big Island, Hawaii, USA

44 We're committed to protecting the cultures of the world in hopes that the wisdom of their elders is remembered.<sup>49</sup>

Dr. Elizabeth Kapu'uwallani Lindsey, #HawaiiKahuTherapist, National Geographic Explorer

### Applying Social Emotional Learning in Cross-curricular areas

In Levels 4–6 of *Our World, Second Edition*, which focus on issues of social significance, Mission pages at every unit provide exceptional opportunities to incorporate Social & Emotional Learning Skills across curricular areas.